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ABSTRACT

Information is provided concerning Title I programs, Elementary and Secondary Education Act, for handicapped children in Iowa state-supported institutions. Aspects covered include operation and services, evaluation, dissemination, major problem areas, and interrelationships with other local, state, and federal programs for the handicapped. (JD)

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ANNUAL EVALUATION REPORT

FOR FISCAL YEAR 1969

(P.L. 89-313 Projects)

Title I of Public Law 89-10

THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

State of Iowa, Department of Public Instruction, November, 1969

FISCAL YEAR 1969
SCHOOL YEAR 1968-69

EC006101

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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I O W A A N N U A L E V A L U A T I O N R E P O R T

FOR CHILDREN IN SCHOOLS FOR HANDICAPPED

OPERATED OR SUPPORTED BY STATE AGENCIES

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INTRODUCTION

Public Law 89-313 programs for the handicapped children in Iowa state-supported institutions covered a wide variety of projects. These projects were successful in helping the handicapped child make the necessary adjustments toward living in today's society. There are five main classifications of handicapped children who were the recipients of the Title I programs. These classifications and the State institutions are:

Impaired Hearing.....	Iowa School for the Deaf, Council Bluffs
Visually Impaired.....	Iowa Braille & Sight Saving School, Vinton
Physically Handicapped..	University Hospital School, Iowa City
Seriously Emotionally Disturbed...	Psychopathic Hospital, Children's Unit Iowa City
...	Mental Health Institute, Cherokee
...	Mental Health Institute, Clarinda
...	Mental Health Institute, Independence
...	Mental Health Institute, Mount Pleasant
Mental Retardation.....	Glenwood State Hospital-School, Glenwood
.....	Woodward State Hospital-School, Woodward

IOWA ANNUAL EVALUATION REPORT

For State Agency Handicapped Children

Title I ESEA

Fiscal Year 1969

I. OPERATION AND SERVICES

A. The Iowa Department of Public Instruction offers a complete range of services to the State agency schools for handicapped children. These services include visitations to the schools by consultants who are specialists in the various handicapped areas, State and regional conferences, helping in the dissemination of information to the State agency schools and to the public.

The Title I section consultants work with the State supported school personnel for handicapped children throughout the year. There are consultations concerning the school's application. There are visits to the schools during the operational phase of their project with suggestions for improving the projects as well as discussing future project concepts and refinements. At the close of the fiscal year, close cooperation is maintained in interpreting evaluation concepts in order for a high degree of correlation to be established in this diversified area of educating handicapped children.

Regional and State conferences were sponsored and conducted at various times throughout fiscal year 1969. These conferences and dates were:

1. Orientation Meeting for special education personnel

who were new to this area. Held in Ames, Iowa; September 4 - 5, 1968.

2. State meeting sponsored by the Council for Exceptional Children. Held in Cedar Rapids, Iowa; October 9, 1968.
3. State meeting sponsored by Iowa State Education Association section of Department of Special Education. Held in Des Moines, Iowa; October 18, 1968.
4. Special Study Institute in 'Behavior Modification.' Held in Iowa City, Iowa; January 22 - 24, 1969.
5. Special Study Institute on 'Special Education Administration.' Held in Iowa City, Iowa; March 24 - 26, 1969.
6. Special Study Institute on 'Articulation.' Held in Iowa City, Iowa; March 17 - 19, 1969.
7. Special Study Institute on 'Guidance for the Handicapped.' Held in Des Moines, Iowa; April 28 - 30, 1969.
8. School Psychologists Workshop. Held in Des Moines, Iowa; May 14 - 15, 1969.
9. Special Study Institute on 'Trainable Mentally Retarded.' Held in Cedar Falls, Iowa; June 18 - 20, 1969.
10. Special Education Curriculum Development Center. Held six regional in-service meetings throughout the State for teachers of mentally retarded children.

The Division of Pupil Personnel Services of the Iowa Department of Public Instruction, has consultants in many of the specialized areas that concern educating handicapped children. The areas with consultants are:

1. Chief, Title I, ESEA: R. F. Van Dyke
2. Program Evaluator, Title I, ESEA: J. F. Bottenfield
3. Consultant, Title I, ESEA: R. O. Huff
4. Consultant, Title I, ESEA: E. G. Kelley
5. Finance Consultant, Title I, ESEA: E. R. Linden
6. Director, Special Education: R. E. Fischer
7. Assistant Director, Special Education: J. F. Vance
8. Chief, Title VI-A, ESEA: J. Lanham
9. Consultant, Title VI-A, ESEA: T. Penniman
10. Consultant, School Health: F. S. Cleary
11. Consultant, Psychological Services and Specific Learning Disabilities: F. S. King
12. Consultant, Vocational Education for Handicapped Persons: D. Kroloff
13. Consultant, Visually and Physically Handicapped: D. J. Pickering
14. Consultant, Remedial Reading: L. Martin
15. Consultant-Coordinator, Special Education Curriculum Development Center: M. Shintani
16. Consultant, Emotionally Disturbed: R. C. Winter
17. Consultant, Mentally Retarded: J. Caster
18. Chief, Guidance Services: G. J. Smith
19. Consultant, Guidance: E. Eriksen

20. Consultant, Guidance: J. Forsyth

21. Consultant, Vocational Guidance: J. Athen

The Division of the Rehabilitation Education Services, of the Iowa Department of Public Instruction, maintains eight district and four branch offices throughout the State. The personnel from this Division work with the State agency schools for handicapped in helping rehabilitate, by vocational training, the residents for a productive role in society.

In addition, several of the State agency schools had outside consultant visits which were paid with Title I funds.

B. The organizational structure at the State level for the schools for handicapped divides the schools into two classifications.

1. The institutions designed to help the handicapped rehabilitate themselves are under the authority of the Iowa Board of Regents. They are:

   a. Iowa School for the Deaf, located at Council Bluffs, Iowa

   b. Iowa Braille and Sight Saving School, located at Vinton, Iowa

   c. University Hospital School, located at Iowa City, Iowa

   d. Psychopathic Hospital (Children's Unit), located at Iowa City, Iowa

2. The institutions designed originally for custodial care of the handicapped are under the authority

of the Iowa Department of Social Services. They are:

a. Cherokee Mental Health Institute, located at Cherokee, Iowa

b. Clarinda Mental Health Institute, located at Clarinda, Iowa

c. Glenwood State Hospital-School, located at Glenwood, Iowa

d. Independence Mental Health Institute, located at Independence, Iowa

e. Mount Pleasant Mental Health Institute, located at Mount Pleasant, Iowa

f. Woodward State Hospital-School, located at Woodward, Iowa

The State institutions under the authority of the Board of Regents operate with split authority for the institutional schools. The Iowa School for the Deaf and the Iowa Braille and Sight Saving School must secure approval of the Director of University Schools and then the Vice-President of Medical Affairs before they can submit their Title I application.

The institutions under the authority of the Iowa Department of Social Services must first seek approval of their respective bureau directors. (Woodward and Glenwood State Hospital-Schools must first obtain approval of the Director of Bureau of Mental Retardation; the Mental Health Institute Schools must first obtain approval of the Director of Mental Health.) Then, in turn, the directors must secure the approval

of the Deputy Commissioner of the Department of Social Services.

When the institutions have secured their respective departmental approval they are then at liberty to make contact with the Title I section. The Title I personnel go over the applications and consult with the various specialist consultants of the Department of Public Instruction concerning any phase of the application that is not completely within their realm of comprehension. When additional information is needed the respective institutional personnel are contacted by letter or telephone or personal visits to clarify the segments of the application in question.

Title I personnel consult with the Special Education, Guidance, Curriculum and Instruction, Teacher Certification, and Administration and Finance consultants whenever it is felt that these people can give an insight to a problem which will help the applicant institutional schools.

II. EVALUATION

A. The evaluation of programs for the handicapped children in the State institutions must be placed on an individual basis. Many of the children have several handicaps which compound the problem of arriving at an objective evaluation format. Therefore, progress must be measured for each child

and be quite subjective in nature. How can a gain of being able to increase a child's attention span from one second to two minutes be tabulated? The best method is an on-site visit to observe the beginning of a program and another visit near the end of the year to observe the same children and actually see their progress. However small this progress may seem to a normal person it may be tremendous to the child. The true evaluation comes much later when the child becomes a young adult and assumes his role as a full or semi-productive contributor to society.

The Title I section personnel have the Special Education personnel review the evaluation reports and in the ensuing discussion the potential worth of the report is established. The meetings that were held during the past fiscal year were helpful in establishing guidelines and in helping a person perceive the problems of educating a handicapped child.

B. The evaluation of the programs conducted by the State institutions for the handicapped was an ongoing project throughout the year. The main thrust was the written evaluation which was disseminated to the various educational specialists within the Department for their comments. No time log was kept as to the exact number of the consultants contacted or as to the amount of time spent in the evaluation procedures. It is estimated that

approximately twenty-eight (28) other consultants were contacted during the various periods of time and in estimating the number of days spent in evaluation; consideration was given to site visitations, desk time, and conference time. The estimated number of days spent in evaluating the ten (10) institutional schools was approximately eighteen (18) days.

C. There were seven (7) outside consultants utilized by the ten (10) institutional schools. They were used to conduct in-service training for the staff members and to offer suggestions as to improving the present programs in operation. These outside consultants spent approximately twenty (20) days working with personnel employed by the handicapped institutional schools.

III. DISSEMINATION

A. The State agency institutions are well aware of the value of disseminating information concerning their particular projects, services, and problems. A variety of techniques were used in sharing their specialized knowledge with each other as well as with society as a whole. The following procedures are used for dissemination of data.

1. Description reports to State educational agency (in addition to the completion of the required evaluation report).
2. Description reports to the State Board of Regents or the Department of Social Services.

3. Development of films, TV tapes, or slide presentations.
4. Formal reports to their local staff.
5. Joint meetings with staffs from other State agency schools for handicapped children.
6. Newspaper articles.
7. Presentations before community organizations.
8. Presentation at professional meetings, (exclusive of local staff meetings).
9. Publications for local community distribution.
10. Radio presentations.
11. Television presentations.

IV. MAJOR PROBLEM AREAS

A. 1. A recurring problem of the institutions for handicapped children is finding qualified personnel to work with the children. Many times when the right person is located, the problem of juggling funds is encountered in order to secure their services.

2. The provision of workshops and orientation for teachers and aides in the implementation of programs created some problems.

3. Problems were encountered in some of the institutions because of the lack of classroom space as well as storage space for materials and equipment.

4. Mention was made several times of the inability to obtain Title I monies from the State Comptroller to purchase needed equipment and supplies.

B. We are fortunate in having in the Iowa Department of Public Instruction a comprehensive Special Education Division. Staff members of Title I have an excellent liaison relationship with these people; and, in this writer's opinion, outside assistance is not needed. Every one needs improvement, however. Therefore, if there are new or improved concepts that the Office of Education would like disseminated, we wish to be made aware of such concepts.

V. INTER-RELATIONSHIP WITH OTHER LOCAL, STATE, AND FEDERAL PROGRAMS FOR HANDICAPPED

A. The State agency institutions for handicapped children are coordinating their programs on the local, state, and federal levels. Following is a breakdown of inter-related programs by institution.

1. Woodward State Hospital-School
    a. State funded for the main part of their program.
    b. Training of subprofessional personnel under the Department of Labor.
    c. The Library Services and Construction Act.
    d. Hospital Improvement Program.
    e. Hospital In-service Training Grant.
    f. Adult Basic Education Program.
    g. National School Lunch Act.

h. Special Milk Program.

i. Government Commodity Program.

j. ESEA Title II Regional Educational Media Centers.

k. Coordination with local health, education, and welfare agencies through Woodward State Hospital-School community consultants.

2. Psychopathic Hospital (Children's Unit)

a. All funding is through the Iowa City University Hospital except for the Title I grant.

3. Glenwood State Hospital-School

a. State funded for the main part of their program.

b. AOA Foster Grandparents Program.

c. DRES - Counseling and job training experience.

d. Adult Education Program.

e. National School Lunch Act.

f. Special Milk Program.

g. Government Commodity Program.

h. Coordination with local health, education, and welfare agencies through Glenwood State Hospital-School community consultants.

4. Cherokee Mental Health Institute
   a. State funded for the main part of their program.
   b. The Library Services and Construction Act.
   c. National School Lunch Act.
   d. Special Milk Program.
   e. Government Commodity Program.
   f. Public Law 88-164 Community Mental Health Centers for out-patient care.
5. Clarinda Mental Health Institute
   a. State funded for the main part of their program.
   b. National School Lunch Act.
   c. Special Milk Program.
   d. Government Commodity Program.
   e. Public Law 88-164 Community Mental Health Centers for out-patient care.
6. Independence Mental Health Institute
   a. State funded for the main part of their program.
   b. National School Lunch Act.
   c. Special Milk Program.
   d. Government Commodity Program.
7. Mount Pleasant Mental Health Institute
   a. State funded for the main part of their program.

b. National School Lunch Act.

c. Special Milk Program.

d. Government Commodity Program.

8. Iowa Braille and Sight Saving School

a. State funded for the main part of their program.

b. ESEA Title II Regional Educational Media Centers.

c. National School Lunch Act.

d. Special Milk Program.

e. Government Commodity Program.

f. State Vocational Rehabilitation Services.

g. Preschool children are contacted and evaluated for placement by a field worker.

9. Iowa School for the Deaf

a. State funded for the main part of their program.

b. ESEA Title II Regional Educational Media Centers.

c. National School Lunch Act.

d. Special Milk Program.

e. Government Commodity Program.

f. State Vocational Rehabilitation Services.

g. Captioned Films for the Deaf.

h. Forty local students participated in most of the sight-saving programs but attended public school as day students.

10. University Hospital School
    a. State funded for the main part of their program.
    b. The Library Services and Construction Act.
    c. Vocational Rehabilitation Services.
    d. ESEA Title II Regional Educational Media Centers.

B. A description of the nature and extent of benefits made available to handicapped children.
    1. Valuable advice and counsel was given by the College of Education and the Department of Home Economics at the University of Iowa.
    2. To facilitate the camping program, an employee of the State Extension Service held an institute on camping and outdoor activities for the entire staff.
    3. Traveling library offered books and films to aid in the project.
    4. The public school in the district offered consultant service.